



Pearson

Policy Watch

Your guide to what's happening in the world of education



The week in a nutshell

The **Education Select Committee** published its report into **prison education**, in which it called for it to become an operational priority. It also took oral evidence in its continuing investigation into post 16 qualifications, hearing from employers and representative bodies about the preparedness of young people entering the workplace, and the detrimental impact of a “heavily academic curriculum”.

In another busy week for reports, the **Education Endowment Foundation** released findings on the impact of the pandemic on the learning of Reception pupils. The perceptions that socio-emotional wellbeing, language, and numeracy skills had been negatively impacted were borne out by performance data. **EDSK** set out how government and policy makers should tackle the issue of NEETs, with three shifts in policy thinking.

Nadhim Zahawi was urged by Shadow Schools Minister, **Stephen Morgan**, to correct the Parliamentary record after the Secretary of State claimed high-performing trusts “deliver the best outcomes”. The Office for Statistics Regulation had criticised DfE for using data that was potentially misleading.

Top stories

EEF: The impact of COVID on learning

- **New research** from The Education Endowment Foundation (EEF) highlights the impact of the pandemic on young children’s development, which finds fewer are reaching expected levels by the end of Reception.
- The study was conducted by a team from the University of York, the National Institute of Economic and Social Research (NIESR) and the Education Policy Institute (EPI), and carried out with Reception pupils over the academic year 2020/21
- Survey data suggests both parents and schools perceived that children had been disadvantaged in their socio-emotional wellbeing, language and numeracy skills when entering Reception classes in 2020 due to their experiences during the Covid-19 pandemic.
- Although most parents and some schools felt there had been some ‘educational recovery’ achieved by the end of the academic year (2020/21), EYFSP data collected from the sample of schools suggests there were less children who achieved a ‘Good Level of Development’ (GLD) compared to the previous (pre-pandemic) YR cohort (2018/19).

EEF: **summary review** of a wide body of research of how school closure affected children

- This report provides an up-to-date picture of how the pandemic has affected learning across different groups of pupils.
- It shows COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds. There is evidence that the attainment gap between disadvantaged students and their classmates has grown.

- Aside from the impact on attainment, which this report focuses on, teachers have frequently reported concerns around the effect on pupil wellbeing. There is also emerging evidence that suggests the pandemic has negatively impacted children's mental health

Education Committee: 'Chaotic' adult prison education system crying out for overhaul

- The **Education Committee** has [published its report](#) following their inquiry into **the prison education system**, in which the cross-party group of MPs highlight a “freefall” in quality of and engagement with existing provision.
- The key findings include: Failure to assess educational needs; Education undervalued and under resourced; Learning is disincentivised; Incentives must be provided- to prisoners and businesses; A digital divide.
- The Committee make 31 recommendations including the embedding a culture of education and making clear that it is an operational priority.

EDSK: Finding a NEET solution

- Think tank EDSK has [published new research](#) in which they look at how we can prevent young people from falling out of the education system and becoming Not in Education, Employment or Training (NEET).
- The report finds that the slow rate of improvement in current national NEET figures means it would take 150 years on current trends to eradicate the problem altogether. They propose three major shifts in policy thinking to bring about a sustained fall in the number of young people dropping out of the system:
 - A greater emphasis placed on prevention rather than cure
 - Bringing an end to the bias towards studying academic subjects in a classroom
 - Better coordination of the various initiatives and programmes across government

NFER: Most significant ethnic disparities in teacher progression occur during early career stages

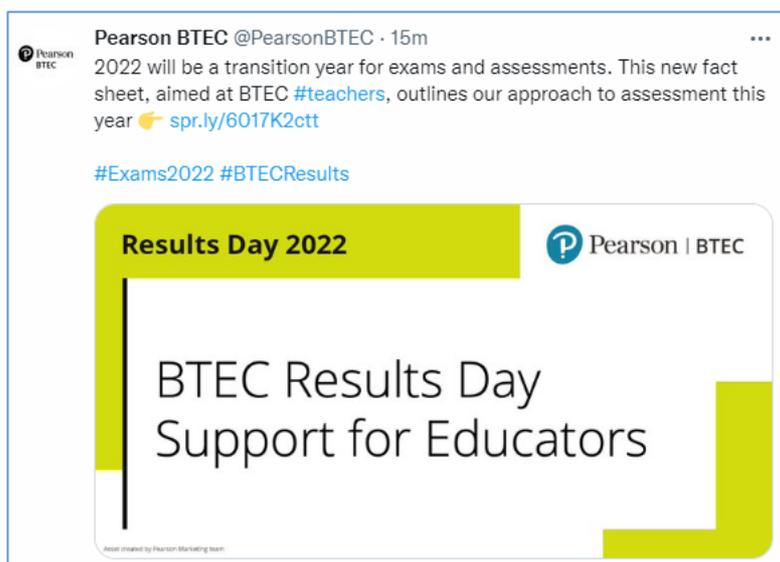
- New research [published](#) by the National Foundation for Educational Research (NFER), in partnership with education charities Teach First and Ambition Institute, shows that the most significant ethnic disparities in teacher career progression occur during early career stages.
- It finds evidence of under-representation of people from ethnic minority backgrounds that is most pronounced at senior leadership and headship levels, but largely driven by disparities in the early career stages, particularly initial teacher training (ITT). This provides important insights for action to establish a more equitable profession in future.
- The report recommends support for leaders and decision-makers in ITT providers, schools and trusts to equip them to make equitable workforce decisions and that progress be monitored across the system towards equalising the opportunities for progression in teaching for people from all ethnic groups.

Pearson news

Pearson Tutoring We offer a range of sessions with qualified UK teachers in KS2 to KS4 core subjects, and have already supported over 9,000 students to date. Our online sessions are supported by Bramble, our tutoring platform partner, and we have two funding options available: tutoring directly through Pearson and the National Tutoring Programme. To find out more, [click here](#).



Pearson tweet of the week



Other news

Parliamentary

- Private Members' Bill ballot: 19 May 2022
- Commons: Making Britain the Best Place to Grow Up and Grow Old
- WMS: Condition Improvement Fund
- WMS: Initial Teacher Training Reform Programme
- Lords: Schools: Model History Curriculum
- Lords: Queen's Speech (5th day)
- Education Committee: 'Chaotic' adult prison education system crying out for overhaul
- Education Committee: The future of post-16 qualifications (Oral evidence – 17 May)
- Schools Bill – Explanatory Notes
- Government response to PAC report on Academies Sector Annual Report and Accounts 2019/2020

Regulatory and funding bodies

- Ofsted: Computing education essential in technologically diverse world
- Ofsted: Research review series: computing
- ESFA Update: 18 May 2022
- Office for Students: Blended learning review panel
- Office for Students: Capital funding for financial years 2022-23 to 2024-25: Formula allocations and invitation to bid
- QAA: 200 institutions sign QAA's Academic Integrity Charter

Schools

- Keeping children safe in education: proposed revisions 2022 (Consultation outcome)
- Keeping children safe in education 2022 (from 1 September 2022)
- Standards for boarding schools and residential special schools (Consultation outcome)

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- National Minimum Standards for residential special schools: in force from 5 September 2022
- EEF: Pandemic adversely affected young children's development, with fewer reaching expected levels by the end of reception class
- EEF: Best evidence on impact of COVID-19 on pupil attainment
- NFER: Most significant ethnic disparities in teacher progression occur during early career stages

Further Education & Skills

- Numeracy support to boost maths skills for all the family
- Mayor of London: £18m Skills Bootcamps programme to support Londoners into good work
- EDSK: Finding a NEET solution: How to prevent young people from falling out of our education system

Higher Education

- Government suspends engagement with the NUS over antisemitism
- Initial teacher training (ITT): provider guidance on stage 2
- Appointments made: April 2022 to March 2023
- Universities UK: Visa changes could help realise research superpower ambitions

Scotland

- Access to Higher Education
- School uniform: have your say

Wales

- Funding for music education trebled to the tune of £13.5m
- Independent review of leadership
- Oral Statement: The National Music Service: delivering the National Plan for Music Education
- Written Statement: Support for Leaders and the National Professional Learning Entitlement
- National plan for music education

Consultation Watch

New consultations

- Scottish Government: School uniforms in Scotland Closes: 14 October 2022

Closing consultations

- Public Accounts Committee: Secure training centres and secure schools Closes: 23 May 2022
- Wales: New registration categories for the Education Workforce Council Closes: 24 May 2022

Ongoing consultations

- Supporting schools that are not making necessary improvements Closes 28 May 2022
- SEND Review: Right support, right place, right time Closes 29 May 2022

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- Children, Young People and Education Committee (Senedd Cymru): Pupil absence Closes: 20 June 2022
- Scotland: Children’s Care and Justice Bill - consultation on policy proposals Closes: 22 June 2022
- Changes to the MCA Code of Practice and implementation of the LPS Closes: 7 July 2022
- Scotland: Home education guidance Closes 13 July 2022
- Scottish Government: Education - National Improvement Framework - A consultation on enhanced data collection for improvement Closes: 18 July 2022

What’s happening in Parliament next week

Monday 23 May

House of Commons

- Education Oral Questions

House of Lords

- Schools Bill – second reading

Lords Committees

- Children and Families Act 2014 Committee

Tuesday 24 May

Public Bill Committees

- Online Safety Bill

Commons Committees

- Education Committee: The Government’s SEND Review
- Health and Social Care Committee: Workforce: recruitment, training and retention in health and social care

All-Party Parliamentary Groups

- APPG on Digital Skills. Session: ‘Digital skills and work: the role of business’
- APPG for Children. AGM and Election.
- APPG for Art, Craft and Design in Education.

Wednesday 25 May

Commons Committee

- Public Accounts Committee: Secure training centres and secure schools

Lords Committees

- Public Service Committee: Levelling Up

All-Party Parliamentary Groups

- APPG for Oracy. AGM.
- APPG on Choice in Education. Inaugural meeting and election.
- APPG on Social Mobility. AGM.
- APPG for Sixth Form Education. AGM.

Thursday 26 May

Public Bill Committees

- Online Safety Bill

Parliament will rise for recess, returning on Monday 6 June.

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